



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

School Quality Review Report:

H.L. Harshman Magnet Middle School

Review date: **November 15-16, 2010**

Address: 1501 E. 10th Street, Indianapolis, IN 46201

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Part 1: Information about the School Quality Review

In 1999, the Indiana General Assembly enacted Public Law 221 (P.L. 221) which serves as Indiana's accountability model for schools and districts. In response to the accountability process, the State Board of Education developed a requirement that schools in year four of probationary status participate in the School Quality Review from a technical assistance team (TAT).

The goal of the School Quality Review was to identify H. L. Harshman Magnet School's strengths and areas for improvement relative to the following three domains: Readiness to Learn, Readiness to Teach and Readiness to Act. Within the three domains are twelve characteristics of high poverty, high performing schools as determined by Mass Insight Education's review of the research. The domains and the characteristics were converted into rubrics and processes to examine the various aspects of the school through multiple methods.

The actual review consisted of the Technical Assistance Team (TAT) visiting the school for two days. The TAT was comprised of Indiana Department of Education staff and Indiana exceptional educators and community members. During the two days, TAT (1) conducted focus groups of students, teachers, parents, and community partners, (2) visited ten classrooms for a minimum of fifteen minutes each and (3) interviewed school and district administrators. Prior to the visit, teachers completed an online survey with a 29 of 33 teacher-participation rate. The school leadership responded to a different online survey with both surveys being aligned to the research of high-performing, high-poverty schools.

This report summarizes the key findings for each of the three domains: Readiness to Learn, Readiness to Teach, and Readiness to Act, provides a narrative of data supporting those key findings, and offers recommendations for school-wide improvement.

Part 2: The School Context

Location. H.L. Harshman Magnet Middle School is an Indianapolis Public School (IPS) and is located on the inner east side of Indianapolis.

History. Harshman Magnet Middle School opened in the fall of 2010 as a magnet school for Science, Technology, Engineering, Math, and World Languages for students in Grades 7-8. Previously, the school was known as Harshman Junior High School and had been in existence for many decades. Upon becoming a magnet school this year, admission requirements and criteria were established as well as due process for student removal from the school. Entrance requirements include two teacher recommendations. As the school is in its first year, all students that met the requirements were admitted. Students must maintain "C" averages to remain at the school and no more than two suspensions are allowed. Failure to fulfill these expectations results in a student returning to his/her boundary school.

Student Demographics. Based on 2009-2010 data submitted to IDOE, the student population at Harshman is 559 in the seven and eighth grades. Its diverse student body consists of 69% African American, 15% White, 11% Hispanic and 5% multiracial. Other student demographics include:

- 27.5% special education students, nearly double the state average of 14.4%;
- 8% English language learners;
- 74% qualify for free/reduced lunch, well above the state average of 43%; and
- 96.7% attendance rate for 2009-10 year, comparable to the state average of 96.1%.

The 2010 AYP results indicate 22 of 23 subgroup categories were met. However the non-mobile cohort group of students showed negative improvement (sum of English and math tests passed divided by sum of English and math tests taken).

Staff. Administrative staff at Harshman includes the principal, Mr. Robert Guffin, and two assistant principals, Mr. Burke and Ms. Swain. This is the first full school year that the three principals have worked together. Student services staff include a counselor for seventh and eighth grade, a psychologist, instructional coaches for special education, math, and differentiated accountability, a social worker, and a police officer. Thirty-three teachers offer required and elective courses.

This is the second year for Mr. Guffin serving as the principal of the school. He was assigned to the school for the purpose of magnet development and turning around its status as a chronically low-performing middle school. Mr. Guffin has extensive experience as a teacher, interim principal and principal in IPS. The results of the teacher surveys and district administrator interviews show that he is held in high regard by both staff and district leaders.

Part 3: Main Findings

A. Overall school performance: Fair

Harshman Magnet Middle School qualified for a Quality Review from the Indiana Department of Education because of its status in Year 4 of Academic Probation according to Public Law 221. However, prior to the current 2010-2011 school year, the school was restructured as required under Indiana's Differentiated Accountability Model for Title I Schools in Comprehensive Year 5 Improvement. The restructuring required that Harshman replace the existing principal and leadership team and hire new staff consistent with its newly acquired status as a magnet school within Indianapolis Public Schools. A few faculty members from the previous Harshman Junior High School that were deemed quality teachers remained on staff.

The junior high was referred to by the interviewees as the "old Harshman" and this year's magnet school as the "new Harshman." Focus groups of community members, parents, and current eighth grade students reported that "the old Harshman and the new Harshman are night and day different." In the restructuring process, Harshman Magnet School inherited four years of performance data from the junior high that includes data of students and teachers who are no longer at the school. Yet staff members indicated a willingness to own and accept the data. Poor past performance fuels their sense of urgency and drives the unified school mission. The school strives to promote a culture of academic excellence, as high expectations are upheld and personal accountability and goal setting is an embraced norm.

The sense of family that permeates throughout the school is spearheaded by the principal. With regard to what is expected of teachers for student achievement, 100% of the teachers reported knowing those expectations according to the online survey. In addition, they understand that students are expected to behave well, relate well to others, and have positive attitudes towards learning which is evident, as discipline is a non-issue. No disruptions were observed during the TAT visit due to poor classroom management or behavioral incidents; allowing for instruction to occur bell to bell. A strong learning environment and culture is evident in the school.

Prior to the TAT visit, the staff had been working together August-October – only three months. The limited amount of time was not given as an excuse, but rather provided a time for reflection on the school's progress in that short amount of time.

Areas of Strength

1. Staff provides a safe and orderly learning environment; students readily comply with structured routines; positive relationships exist between students and staff.
2. Principal provides strong and effective leadership with purpose and direction, and promotes staff confidence.
3. Professional development is carefully structured and content is delivered effectively to meet the needs of the staff.

4. Communication within the school and externally to parents is open and relevant.
5. Work ethic is strong; dedication and commitment is apparent, and teamwork is the mentality of staff, students, parents, and community members.

Areas to Improve

1. A rigorous, college preparatory curriculum is in place, yet matching levels of rigor are not consistently demonstrated in instructional methodologies as evidenced through lack of instructional differentiation to meets students' needs.
2. Formative and summative assessments are given, yet data does not drive daily lesson plans in part due to district mandated pacing guides, initiatives, and textbooks.
3. Professional development is job-embedded, yet measurable systems of accountability towards new knowledge applied in classroom settings do not exist.
4. IPS expresses verbal pride and support in Harshman's efforts and agreed to provide resources upon request; ideally the district would be proactive in meeting the needs of the school.

B. Domain 1: Readiness to Learn: Acceptable

1.1: Safety, Discipline, and Engagement – Acceptable

The school culture, environment, and student engagement are routine and consistent.

Upon entering the school, a positive climate radiates with front office personnel offering visitors, parents, and students a genuine sense of welcome and overall feeling of school pride. This tone is upheld with motivational posters prominently displayed throughout hallways, vision statements clearly hung above drinking fountains, and graduation goals posted at students' eye-level. These silent exhibits of encouragement and belonging are more than just space fillers on the walls, as they clearly echo the fundamental beliefs maintained by all, as determined by TAT observations and interviews.

Prior to the 2010-2011 school year, the school's administrative team facilitated an off-site, multi-day faculty retreat designed to cultivate team building, expectations, and procedures. According to the school leadership team, the outcome was not only a set of agreed upon non-negotiables (e.g. daily agenda and objectives clearly posted in classrooms), but an authentic sense of community and overarching mantra of "we're all in this together." In interviews and focus groups, staff used words such as "awesome" and "special" to describe Harshman.

Behavior and academic expectations are made clear in the pre-requisite signing of a contract for students and parents prior to admittance. All concerned parties (students, parents, and staff) clearly articulated the expectations in the interviews. The administration holds firm

to students keeping to their pledge or the students are sent back to their boundary school. The outcome of such structure results in minimal behavioral issues reported by the staff and none observed by TAT members during the two-day visit. Hallways are orderly during passing periods and remain absolutely silent when class is in session. Educational opportunities within individual classrooms are not interrupted by behavior issues, allowing teachers to focus on instruction. In fact, students reiterated to TAT that life inside Harshman is “safer than the neighborhood.” As evidence, the school was able to reduce the number of on-site police officers from two (during 2009-2010) to one.

Harshman’s status as an IPS magnet school in foreign languages, math and engineering, has allowed for a delineation from some of the more traditional, district-wide curriculum found in other middle schools, therefore leaving room for an intentional focus on the curricular components of the magnet. While it is evident that the curriculum is rigorous, levels of rigor vary within individual classrooms, per TAT’s observation.

The school offers six foreign languages and effectively collaborates with Arsenal Tech High School in order to draw upon their pool of qualified teachers who come to Harshman for a period a day to instruct in one of the six course offerings. Engineering classes are taught by staff with degrees in the content area and partnerships have been established with universities, as well as community firms, to bring relevance to the curriculum of the course and focus on problem-based learning strategies. Indiana Academic Standards for science in grades seven and eight have been combined and are taught fully integrated during the seventh grade year. This allows students to take Biology or Integrated Chemistry/Physics (ICP) during eighth grade.

Harshman’s vision of increasing time for student learning beyond the traditional school day includes eighteen after-school clubs. These offer a wide variety of extensions to classroom curriculum. Students must commit to participating in at least one school activity (co-curricular, extra-curricular, or volunteer) each semester (two hours per week minimum) when they sign their contract for admittance. After school clubs are enthusiastically led by teachers, and they willingly volunteer their time. The school provides free transportation home, which parents commented on appreciating.

1.2: Action against Adversity - Fair

The way the school directly addresses students’ poverty-driven deficits is present but limited and/or inconsistent.

Through interviews with the school counselor and parent liaison, it was clear that the staff and administration have a solid understanding of the economic difficulties and challenges facing many of Harshman’s families. Information is gained from staff with designated responsibilities in these areas, such as the guidance counselor and parent liaison. The guidance counselor roles include scheduling, facilitation of numerous committees (e.g., RtI Focus Group, IEP maintenance, external partnerships for mentoring opportunities with, for example, the National Guard), ensuring every student submits a 21st Century Scholars

application, and supporting students and families. Both the principal and guidance counselor reported a strong collaborative rapport with each other.

The parent liaison is extensively involved with home visits and establishing links with community agencies to provide information and resources for parents. Home visits are prioritized beginning with those students with the lowest GPA at a rate of ten per month. Bi-monthly parent workshops are offered on topics covering both home and student support. The parent liaison developed a PTA and secured a local sponsor. Having served in this capacity prior to Harshman becoming a magnet school, the liaison reports a “night and day” difference in practices, expectations, and climate. Parent-teacher conferences were attended by approximately 40% of families this fall.

1.3: Close Student-Adult Relationships – Fair

The students’ relationships with mentors/teachers are present but limited and/or inconsistent.

Interviews and focus groups with teachers indicate an ownership or responsibility for each student in the building. Teachers reported a sense of responsibility towards each member of the student body and working dutifully to provide successful mentoring opportunities on an individual basis. In their statements, they echoed the same “we are a family” mentality expressed by the students and have developed an after-school, one-to-one mentoring program. Goals are jointly set between the student and teachers and strategies to accomplish them are reinforced. Teachers are not able to recommend a student for the mentoring program unless they themselves are willing to be a mentor, thus solidifying a unified approach to student support. Additional approaches towards partnerships and engagement between parents and students’ learning still need to be strengthened to be considered routine and consistent. However, an initial mentoring process and program has been initiated.

Summary of *Readiness to Learn*

Areas of Strength

- High expectations of learning and behavior held by students, teachers, administrators and parents.
- Excellent student behavior; lack of disciplinary issues.
- Robust curriculum in STEM.

Areas to Improve

- Increase use of differentiated instruction within individual classrooms.
- Additional supports for families to sustain student learning outside of the school day and other family needs during the school day.
- Continued development of one-to-one mentoring program.

C. Domain 2: Readiness to Teach: Fair

2.1: Shared Responsibility for Achievement – Acceptable

The school's organizational structure is routine and consistent.

In interviews and focus groups, teachers expressed their interest in working with Mr. Guffin as soon as the district announced his principalship and genuinely feel honored to be a part of his team. In interviews with Mr. Guffin, he describes himself as being an “instructional leader” and also a “keeper of expectations” that are aggressive, yet achievable. He expects the teachers to be respectful, present, willing to grow and using research-based practices. When discussing all aspects of the school, he verbally supports the team and matches their level of enthusiasm, viewing himself as the “lead cheerleader.”

Mr. Guffin's rapport with the staff has resulted in mutual trust, respect, and accountability. According to Mr. Guffin, in order to improve teachers' ownership of student data, he stresses “more kid talk than teacher talk.” He works with the instructional coaches to assist teachers in pinpointing areas of improvement, with the staff welcoming opportunities for growth. He relies on the coaches to assist in non-evaluative classroom observations.

School district leaders were quick to note an intentional focus on classroom instruction delivered by committed teachers. The district provides scrimmages and benchmark assessments and expects them to be implemented with fidelity in order for staff to feel ownership within a data-rich culture.

2.2: Personalization of Instruction – Poor

The use of assessment data to personalize instruction shows minimal evidence of occurring.

According to the principal, Harshman is staffed by excellent teachers who instruct with a level of enthusiasm that is contagious. They have clear knowledge of their content and develop lessons that strive to engage students in meaningful and relevant ways. One student reported knowing that he was learning because he could “relate what is learned at school with what I learn about the world at home.” However, with the exception of one resource class, all classroom observations showed whole class, teacher directed lessons with no account for individual learning styles or academic needs. Small group work was never observed and partner activities were limited. It is important to note that reviewers found lesson content appropriate and teachers highly-knowledgeable, however all students were learning the same content, at the same time, in the same way. Differentiated instruction was lacking school-wide.

2.3: Professional Teaching Culture – Acceptable

The professional culture within the school is routine and consistent.

TAT observations, focus groups, interviews, and surveys showed that the school appears to have a professional culture that promotes faculty and staff participation, collaboration and training. This includes one day a week devoted entirely to professional development facilitated by two instructional coaches that staff report as being “strong” and “well-respected.” Teachers attend the professional development (PD) sessions with a small team during their preparation period and receive training on instructional needs and practices generated from classroom observations and input from the principal. Student data is discussed and posted in the meeting room.

TAT observed a training session that was well thought out, driven by a tightly followed agenda, and teacher engagement was high. Coaches modeled the behaviors that teachers should conduct in the classroom and sufficient attention was given to discussing implementation of the practice. Teachers were given an assignment to complete prior to the next session in an attempt to connect content learned to implementation. It is noted the link between implementation and student achievement results was absent.

Teachers articulated their desire to not be the “weakest link” in school improvement. A strong work ethic was observed and teachers stated that the students “better be working even harder.” The shared vision towards teamwork and rigor is solidified by a “whatever it takes” mentality. It was unanimously reported by teachers in the focus group that high levels of support come from the principal and instructional coaches and teachers value the time spent learning from each other. Staff indicated that the principal’s open door policy makes the discussion of innovative, teacher created ideas a natural part of the school’s culture.

Summary of *Readiness to Teach*

Areas of Strength

- The principal sets the bar high for student achievement. He upholds the expectations of the school contract for a student’s GPA to be above a C average.
- The staff believes in the success of each student.
- Teachers are aware of each other’s strengths and naturally seek input from colleagues. Peer pressure, accountability, and support serve as vehicles limiting weak links in the teaching staff.
- The principal ensures weekly, job-embedded professional development with content stemming from results of frequent classroom observations (both formal and informal). Providers of PD appear to be knowledgeably, skillful and respected.

Areas to Improve

- While data is discussed and posted in the meeting room, a more intentional focus is needed to link PD training to specific needs highlighted by student data.
- Results of assessments need to be the underlying force of daily, differentiated instruction.

- Response to Instruction (RtI) model needs to be embedded into school-wide practices and specific time needs to be set aside daily for Tier 2 and Tier 3 interventions and extensions.
- Daily time needs to be built in to allow for remediation and enhancement opportunities for all learners as part of successful RtI implementation.

D. Domain 3: Readiness to Act: Fair

3.1: Resource Authority – Fair

The principals' freedom in making decisions is present but limited and/or inconsistent.

The current situation at Harshman is unique due to restructuring and operating this year under new guidelines as a magnet middle school within IPS. According to district officials when assigning the principal the task of turning around this school, he was given the authority to hire staff and make curricular choices. Now that those decisions have been made and are in varying stages of implementation, concern surrounds whether the same level of autonomy will be allowed of the principal in the future. The TAT asked district officials if the leadership at the school would continue to be granted the freedom to make stream-lined, mission-driven decisions regarding people, time, money and programs and they responded by simply saying, "Absolutely". Harshman has two assistant principals. Currently, there is not a clear delineation of roles.

3.2: Resource Ingenuity – Fair

The principal's resourcefulness and ingenuity is present but limited and/or inconsistent.

The principal's ability to develop external relationships is solid and many community partnerships have been secured due to the effort of individual teachers. Several involved organizations were developed under the past administration and new relationships are being built. Community members reported a welcoming atmosphere, noting that students are well behaved and at the center of all building efforts. Partnerships with community centers providing after-school programs are secure, as well as relationships with the Dyslexia Institute, Teacher's Credit Union, Kiwanis Club, IUPUI, architectural companies and engineering firms.

3.3: Agility in the Face of Turbulence – Fair

The principal's inventiveness and flexibility during conflicts and challenges is present but limited and/or inconsistent.

The principal demonstrates a solid grasp of school improvement strategies. He reported being an outcome- and impact-driven type of person and has worked collaboratively with the staff to create a uniform vision for academic achievement. According to the principal,

monitoring and evaluation of staff are not only consistent and frequent, but feedback (although not always written) is routine.

Summary of *Readiness to Act*

Areas of Strength

- Flexibility from the district for the principal to make hiring and curriculum decisions to meet his students' needs is evident; however, continued flexibility should be sustained by the district.
- Involvement with community members and accommodation of them in volunteer efforts.
- Use of leadership team in decision-making.
- A strong, energetic, and innovative staff.

Areas to Improve

- Clear delineation of roles of the two assistant principals.
- District provision of differentiation of resources to the school as needed.
- Continued development of community partnerships.

Part 4: Summary of Findings

H.L. Harshman Magnet Middle School

November 15-16, 2010

Rating Description

The TAT uses the following rating as the School Quality Rubric. The school is rated on a 1-4 scale in each of the three domains with 4 being the highest.

1	Red	Unacceptable	The school shows no attempt to meet the standard
2	Orange	Poor	The school has made minimal progress towards the standard
3	Yellow	Fair	The school is making progress towards the standard
4	Green	Acceptable	The school meets the standard

The goal is that the school receives a rating of 4 (GREEN) for the school to be considered as performing that element to an acceptable level. The 4 rating indicates the school meets the standard.

		Finding			
		1-Unacceptable No evidence	2-Poor Minimal evidence	3-Fair Present but limited and/or inconsistent	4-Acceptable Routine and consistent
Domain 1: Readiness to Learn					X
1.1: Safety, Discipline, Engagement					X
Is the school culture environment safe and conducive to learning?					
1.1a	Students are effectively encouraged to behave well, relate well to others and to have positive attitudes toward learning.				X
1.1b	Classrooms and hallways provide an attractive and stimulating environment that fosters high academic and personal expectations.			X	
1.1c	School routines and rules are implemented consistently and communicated clearly to students, parents, and staff.				X
1.1d	The school has effective measures for promoting good attendance and eliminating truancy and tardiness.				X
Do students feel secure and inspired to learn?					
1.1e	A robust core program ensures that students develop key learning and personal skills.			X	
1.1f	The school provides a well-rounded curriculum and enrichment activities, adding interest and relevance.				X
1.1g	Career education and personal goal setting are used to raise student aspirations & motivation.				X
1.2: Action Against Adversity				X	
Does the school directly address students' poverty-driven challenges?					
1.2a	The school knows and understands the personal as well as academic needs of the students in order to address the effects of students' poverty head-on.			X	
1.2b	The school addresses the needs of families so that they can better support student learning.			X	
1.2c	The school develops students' skills, behaviors, and values that enable them to effectively advocate for themselves.			X	
1.3: Close Student-Adult Relationships				X	
Do students have positive and enduring mentor/ teacher relationships?					
1.3a	The school works with parents to build positive relationships and to engage them as partners in their children's learning			X	
1.3b	The school is successful in implementing a variety of strategies specifically designed to promote a sense of connection between students and adults.				X

		Finding			
		1-Unacceptable No evidence	2-Poor Minimal evidence	3-Fair Present but limited and/or inconsistent	4-Acceptable Routine and consistent
Domain 2: Readiness to Teach				X	
2.1: Shared Responsibility for Achievement					X
Does the school have a strong organizational culture, characterized by trust, respect, and mutual responsibility?					
2.1a	The principal ensures that there is a strong accountability for student achievement throughout the school				X
2.1b	The staff feels deep accountability and a missionary zeal for student achievement.				X
2.1c	A shared commitment to a vision of the school which includes challenging goals for all students				X
2.1d	The school corporation drives the accountability agenda.			X	
2.2: Personalization of Instruction			X		
Are diagnostic assessments used frequently and accurately to inform?					
2.2a	The school utilizes a coherent system to provide detailed tracking and analysis of assessment results.		X		
2.2b	Teachers use data gathered from multiple assessments to plan instruction and activities that match the learning needs of students.		X		
2.2c	Teachers give feedback to students; involve them in the assessment of their work and in the setting of achievement goals.		X		
2.2d	The schedule is used flexibly to ensure that individual student needs are met effectively.		X		
2.2e	The overall impact of planning, instruction and assessment leads to effective student learning.		X		
2.3: Professional Teaching Culture					X
Does the professional culture promote faculty and staff participation?					
2.3a	The faculty works together, incessantly and naturally to help each other improve their practice.				X
2.3b	The principal uses classroom observation and the analysis of learning outcomes to improve teaching and learning.				X
2.3c	Professional development is job-embedded and directly linked to changing instructional practice in order to improve student achievement.				X

		Finding			
		1-Unacceptable No evidence	2-Poor Minimal evidence	3-Fair Present but limited and/or inconsistent	4-Acceptable Routine and consistent
Domain 3: Readiness to Act				X	
3.1: Resource Authority				X	
Does the principal have the freedom to make streamlined, mission-driven decisions regarding people, time, money, and program?					
3.1a	The principal has the authority to select and assign staff to positions in the school without regard to seniority.			X	
3.1b	The school has developed adequate human resource systems.			X	
3.1c	The principal has the authority to implement controversial yet innovative practices.			X	
3.1d	The school corporation enables the principal to have the freedom to make decisions.			X	
3.1e	The school corporation directs resources, including staffing, to schools differentiated on the basis of need.			X	
3.2: Resource Ingenuity				X	
Is the principal adept at securing additional resources and leveraging					
3.2a	External partnerships have been strategically developed to engender academic improvement.				X
3.2b	The community is encouraged to participate in the decision making and improvement work of the school			X	
3.2c	The principal promotes resourcefulness and ingenuity in order to meet student needs.				X
3.2d	School corporation has district-wide structures and strategies to maximize external resources.		X		
3.3: Agility in the Face of Turbulence				X	
Is the principal flexible and inventive in responding to conflicts and challenges?					
3.3a	The principal has the capacity to ensure school improvement.				X
3.3b	The principal provides competent stewardship and oversight of the school.				X
3.3c	Decisions are made & plans developed on basis of rigorous monitoring and evaluation.			X	
3.3d	Key faculty members have the capacity to support the work that is needed.				X
3.3e	Principal reshapes and incorporates local projects & initiatives to meet students' needs.				X
3.3f	The school corporation has the capacity to drive school improvement initiatives.		X		
3.3g	The school corporation supports and enables flexibility and inventiveness within the school.			X	

Part 5: Recommendations

The Technical Assistance Team offers the following recommendations based on its review of documents, interviews, school and classroom observations, and conducting of focus groups.

1. Provide job-embedded professional development on differentiated instruction that is ongoing and multidimensional.
 - a. The instructional coaches appear to have the necessary knowledge to deliver research-based strategies that are differentiated to meet the needs of all learners and aligned with the curriculum.
 - b. Teachers appear to be comfortable with the coaches modeling the strategies and are receptive to personal growth opportunities.
 - c. The systems for weekly training and the capacity within the building already exist.
 - d. Use and ownership of data is key in determining the instructional practices needed for students.
2. Provide differentiated instruction through an RtI framework to allow for interventions or enhancements to the core curriculum for all learners.
 - a. Those responsible for the building schedule will need to analyze options for daily intervention blocks, as well as allocate staff members to provide the instruction.
 - b. Student data is the driving factor underlying flexible, tiered instructional groups with equal consideration given to students above and below grade level standards.
 - c. PD concerning RtI will be needed.
3. The district's curriculum directors should analyze the potential benefits of creating formative pretests instead of mandatory post-tests. Such pretests would then provide teachers with the required data needed to differentiate their instruction and not wait for arbitrary breaks in the pacing guide to provide remediation.